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ABSTRACT

The 17 monographs in this book are written from the perspective of Canadian women students, faculty, and administrators about their experiences in postsecondary education. Selections are organized under five headings: (1) "Post-Secondary Education: The Inclusion Myth Then and Now"; (2) "Women as Students: The Marginal Majority"; (3) "Women as Faculty: The Marginal Majority"; (4) "Policies and Practices: More Illusion"; and (5) "Warming the Climate: Towards Inclusion." Monograph titles are: "The Four Phases of Academe: Women in the University" (Margaret Gillett); "Strangers in Canadian Classrooms: Native Students and Quebec Colleges" (Linda Collier); "Making the Grade Against the Odds: Women as University Undergraduates" (Judith Blackwell); "It's Still a Man's World: Women and Graduate Study" (Vande Jane Vezina); "The Academic Shunning of Fat Old Women" (Bobbi Spark); "An Education at Last" (Gail de Chateauvert); "The Changing Space for Women in Academe: The 'En-gender-ing' of Knowledge" (Rose Sheinin); "Hiring Women at Canadian Universities: The Subversion of Equity" (Anne Innis Dagg); "The Revolving Door: Faculty Women Who Exit Academia" (Peta Tancred and Susan Hook Czarnocki); "Ensuring Our 'Vocal Presence' in the Classroom: Considerations of a Complex Task" (Patricia Hughes); "Women and Post-Secondary Science Education: A Case for Curriculum Transformation" (Peggy Tripp-Knowles); "Women Don't Count in Our Classrooms" (Beth Rubin and Christine L. Cooper); "For Her Own Good? Women and Safety at Post-Secondary Institutions" (Nancy Johnston); "Balancing Child Care and Work" (Jennie M. Hornosty); "On the Road To Find Out: Everyday Advice for Working-Class Mothers Returning to School" (Eunice Marie Fisher Lavell); "Let's Start the Revolution" (Jacqueline Stalker); and "Creating the 'Woman-Friendly' University: A Summary of the CFUW Report" (Mary Saunders, Margaret Therrien, and Linda Williams). (Contains approximately 320 references; some chapters contain endnotes.) (CH)

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